



# *Supervisory* SKILLS DEVELOPMENT PROGRAM

*Building the Vision*

*Effective Communication*



SACRAMENTO  
STATE

# Course Objectives



- Interact with others in an effective and appropriate manner
- Identify when to use formal and informal communication styles
- Employ techniques in using written communication to achieve effective results
- Communicate effectively within the department without having to follow traditional lines of command
- Distribute information in a manner that addresses issues at all levels of the organization



# What Do We Mean by *Communication*?

## ■ Communication

- ❑ The process of transmitting information from the sender to the receiver

## ■ Effective Communication

- ❑ “Passing relevant information, in a style and form that is clearly understandable, to the right person at the right time.”

Source: <http://intranet.bexhillcollege.ac.uk>



# Communication Fundamentals



# Fundamentals Quiz Answer 1

- Visual 55%
- Vocal 38%
- Verbal 7%
- Total Message 100%



# Fundamentals Quiz Answer 2

0 to 1.5 feet

Intimate Zone

1.5 to 3 feet

Friendly Zone

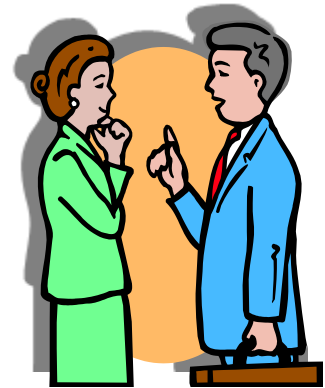
 **3 to 5 feet**

**Conversational Zone**

5 to 10 feet

Unfamiliar Zone

More than 10      Formal Zone



# Fundamentals Quiz Answer 3

Most people speak at a rate of 125-250 words per minute, but listen at a rate of 750-1000 words per minute.



# Fundamentals Quiz Answer 4

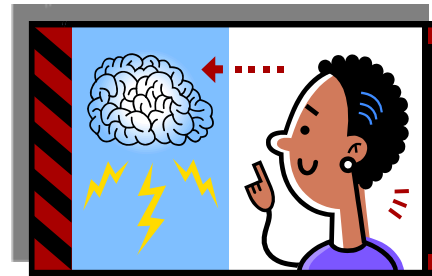
**We retain approximately 20 % of what we hear.**

**40 % of what we see**

**60 % of what we say**

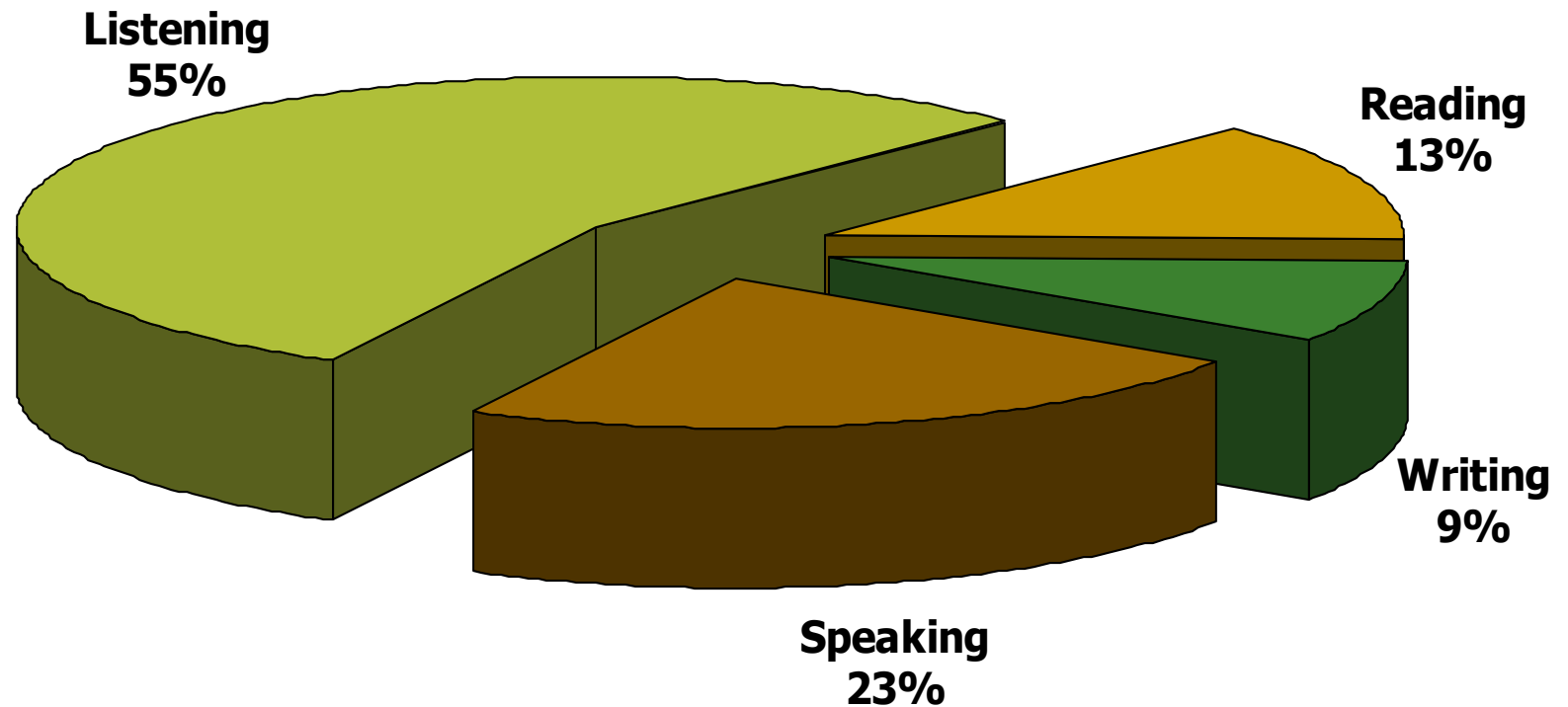
**80 % of what we do**

**90% of what we hear, see, say, and do**

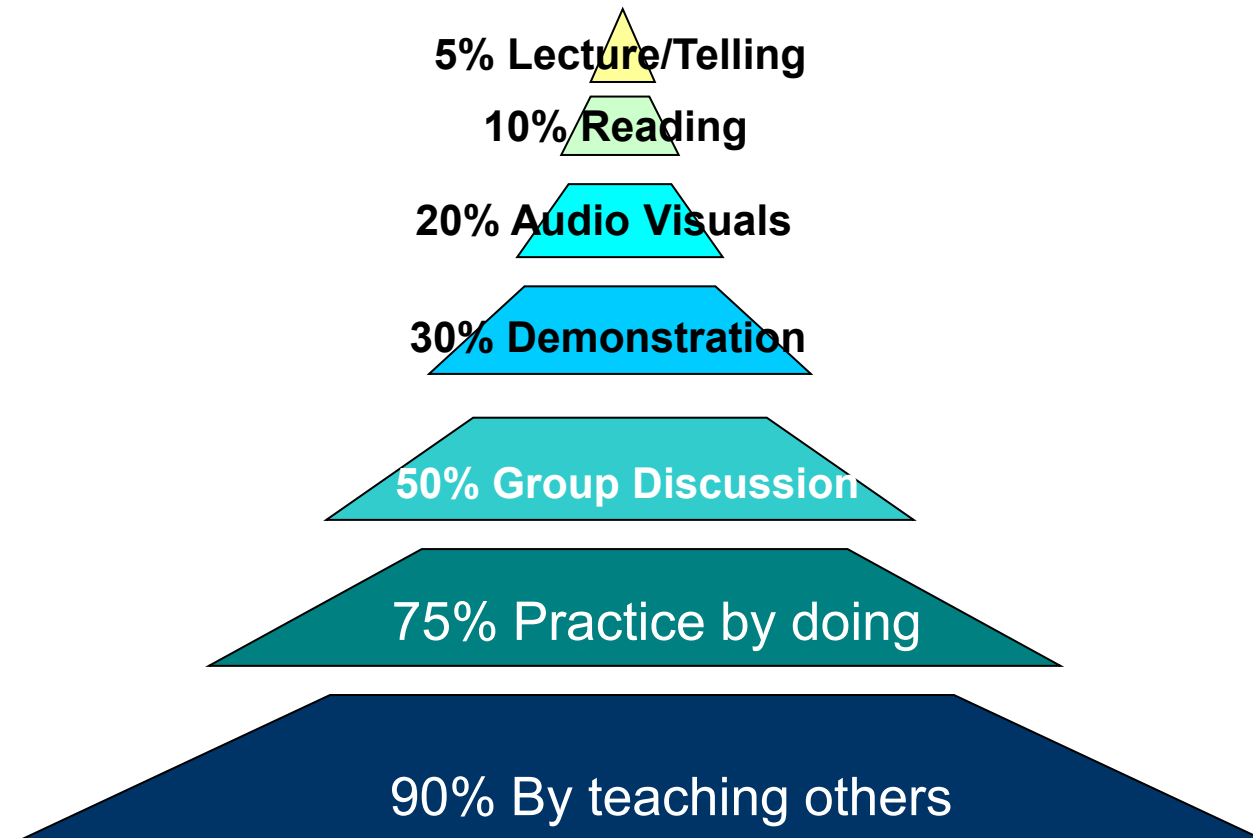




# Fundamentals Quiz Answer 5



# Learning Retention

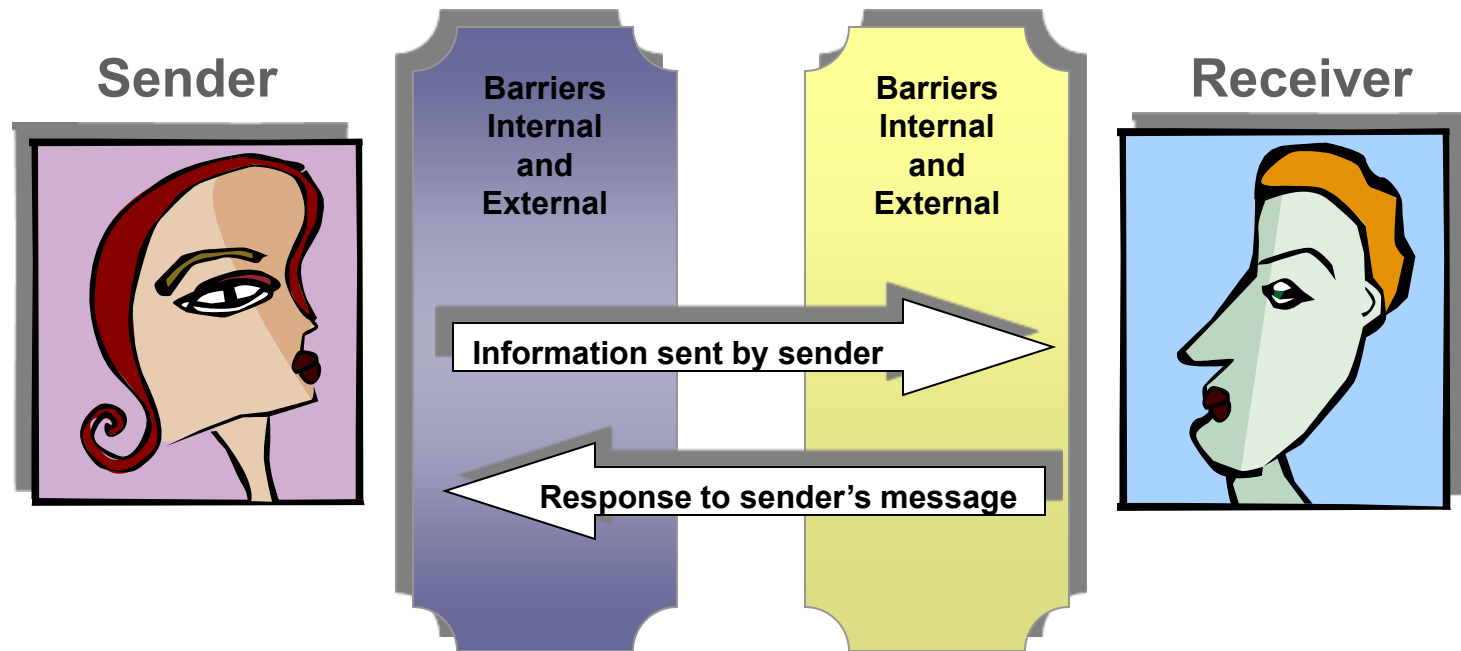


# Communication Realities

- You cannot not communicate
- Whenever contact is made, communication occurs
- Meanings are in people, not in words



# The Communication Model



# Characteristics of Non-verbal Communication

- Facial Expression
- Gesture and Posture
- Vocal Characteristics
- Personal Appearance
- Touching
- Use of Time and Space

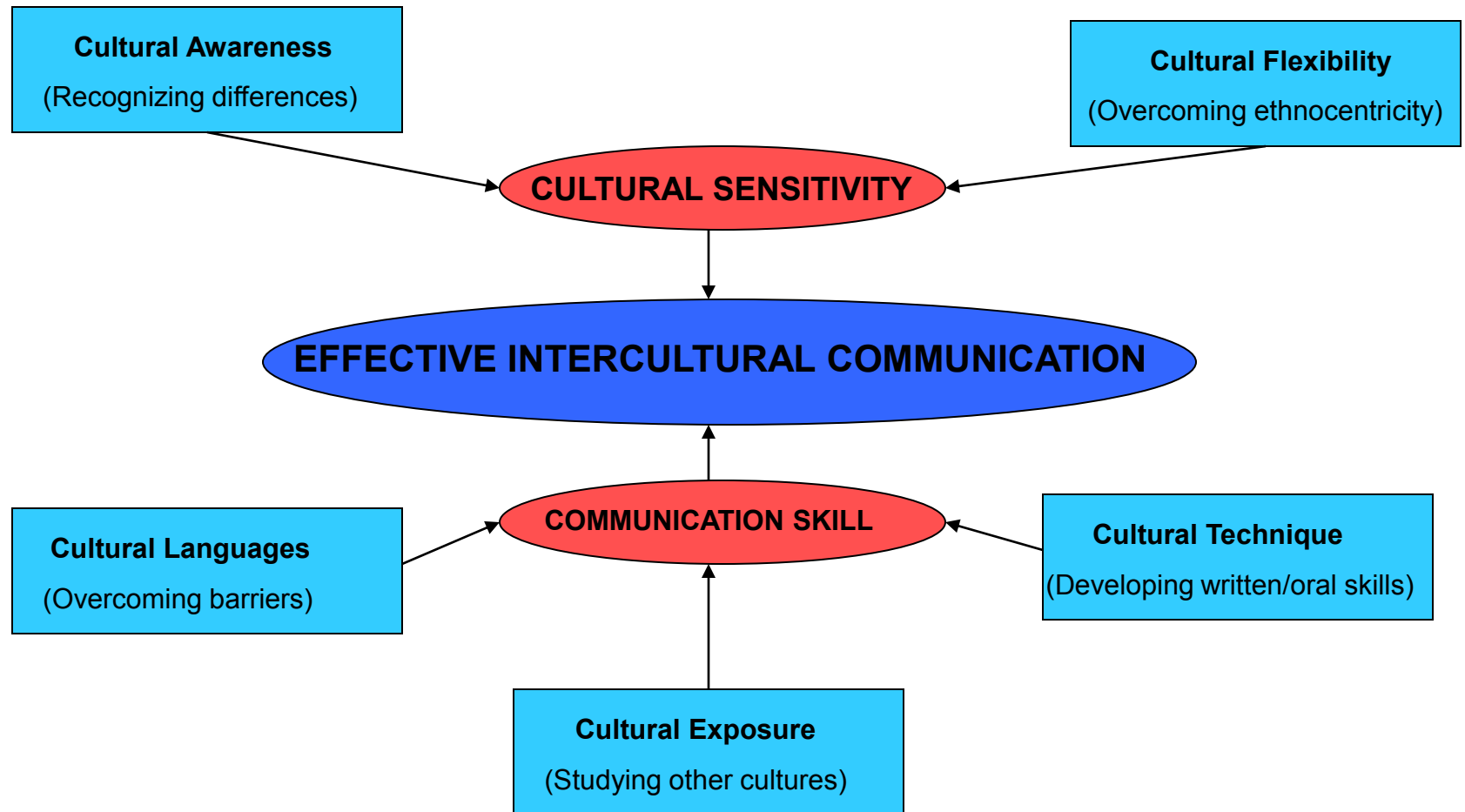


# Exercise: Identifying Non-verbal Cues

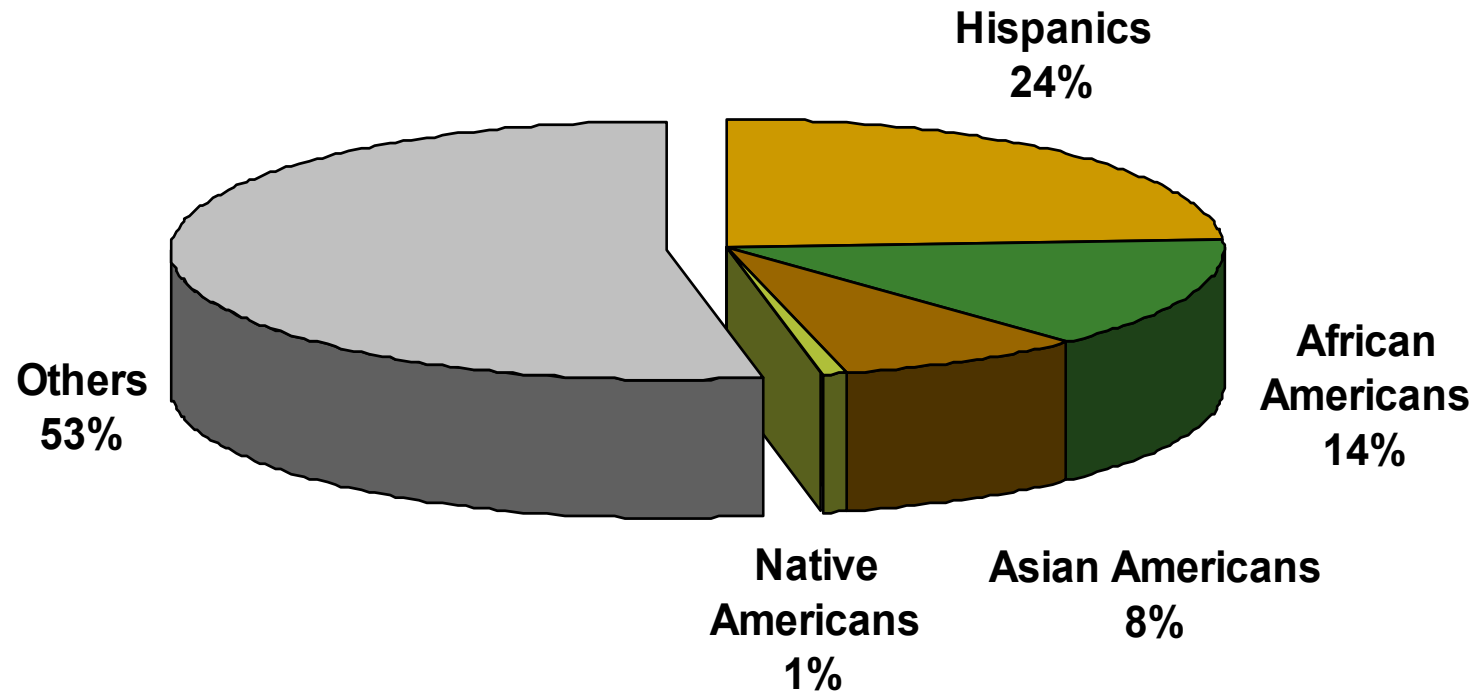
- Work with your table team
- Make a list of non-verbal cues that you've encountered
- With each cue, list some of its possible meanings
- Be ready to share with the group



# Components of Successful Intercultural Communication



# US Ethnic Composition by 2010





# Eliminating Gender Bias

- ✗ Man
- ✗ Woman doctor,  
Male nurse
- ✗ The average parole  
agent...he
- ✗ The teacher...she
- ✗ Gov. Schwarzenegger and  
Mrs. Schwarzenegger
- ✓ Person, Human
- ✓ Doctor, Nurse
- ✓ The average parole  
agent...he or she
- ✓ Teachers...they
- ✓ Gov. Schwarzenegger and  
Maria Schriver



# MBTI® Preferences

- **Extroversion** ◀.....▶ **Introversion**
  - ❑ Where do you prefer to focus your attention?
  - ❑ Where do you get energy?
- **Sensing** ◀.....▶ **Intuition**
  - ❑ How do you prefer to take in information?
- **Thinking** ◀.....▶ **Feeling**
  - ❑ How do you prefer to make decisions?
- **Judging** ◀.....▶ **Perceiving**
  - ❑ How do you like to structure your world?



# Type Review

- Everyone has a preferred/dominant Type
  - Although we all use a blend of Type
  - Type shows up in behavior
- No Type is better than any other Type
- We can learn to flex our Type to communicate more effectively together
- We can create an environment that allows each Type to flourish
- Respect is the foundation



# The Function Pairs

		Sensing Types		iNtuitive Types	
Introvert Types		ISTJ	ISFJ	INFJ	INTJ
		ISTP	ISFP	INFP	INTP
Extravert Types		ESTP	ESFP	ENFP	ENTP
		ESTJ	ESFJ	ENFJ	ENTJ



# Function Pair Communication Exercise

<b>NF</b>	
<i>Contributions to Effective Supervision</i>	<i>Communication Implications</i>
<i>Pitfalls to Effective Supervision</i>	<i>Communication Implications for us as Supervisors</i>



**“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”**

Anthony Robbins



# Listening



- ...is a consensual activity
- ...tends to be untaught and untrained
- ...generally shows up as the No. 1 communication malady
- ...is the least practiced skill in America today





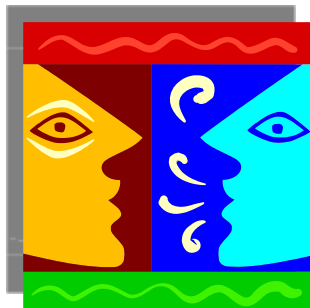
# Listening Skills Assessment



- Rate yourself on each specific skill on page 19. (Ask for clarification if needed)
- Team up with one or two others to answer the questions on page 20
- Be prepared to share your ideas with the group















Feedback is a way to let people know how effective they are in what they are trying to accomplish, or how they affect you. It provides a way for people to learn how they affect the world around them, and it helps us to become more effective. If we know how other people see us, we can overcome problems in how we communicate and interact with them.

From an article by Phil Rich, Ed.D., MSW online at  
<http://www.selfhelpmagazine.com/articles/growth/feedback.html>



# The Skill of Questioning

- Closed Ended 
- Open Ended 
- Factual 
- Precision 

- Reflective 
- Broadening 
- Justifying 
- Hypothetical 



# Listening and Checking Perception

- A: Talker
  - ❑ 4-5 sentences about any topic
- B: Listener
  - ❑ At the end, repeat back what you've heard
  - ❑ Use perception checking to make sure you got it
- C: Observer:
  - ❑ Take notes on page 23
  - ❑ Evaluate B's use of perception checking
- Switch



# Giving Positive Feedback



1. Make it timely.
2. Align it to receiver's Communication Style.
3. Be specific and descriptive.
  - Tell them what they did right.
  - Tell them how it affects you, the team, and/or the organization (family, group, etc.).
4. Encourage them to continue the behavior.



# Receiving Positive Feedback

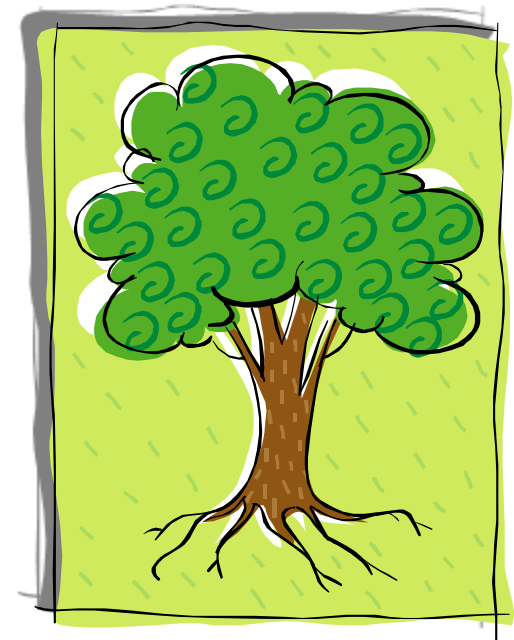


- Don't explain it away
  - Just say thank you
- Ask for more specific information if applicable



Feedback, like rain, should be gentle enough to nourish a Person's growth without destroying their roots.

Adaptation of a quote by Frank A. Clark



# Giving Corrective Feedback



1. Make it timely
2. Align it to receiver's Communication Style
3. Be specific and descriptive
  - Describe what you observed (what they did, said, etc.)
  - Tell them what the expectations were (what they were expected to have done, said, etc.)
  - Tell them how what they did affects you, the team, and/or the organization
4. Ask them to identify corrective action they will take
  - Work with them to develop action ideas, if necessary
5. Encourage them and ask them what you can do to support them



# Receiving Corrective Feedback

- Anticipate
  - Don't become defensive
- Ask questions
  - Get as much information as you can
- Try to find something to agree with
- Analyze
  - Objectively consider the information and the source
  - Use the feedback you solicit





# Practice in Giving Corrective Feedback

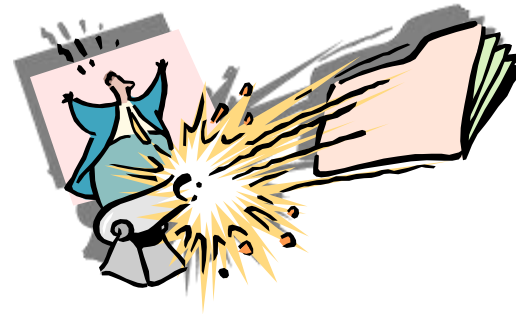
- Think of a situation in which you need(ed) to give corrective feedback
- Make notes on page 28 to guide you through the steps listed on page 27
- Role play giving the feedback to your partner
- Switch



# When Providing Corrective Feedback...

**Guiding rule:**

***Attack the  
problem  
not the person.***



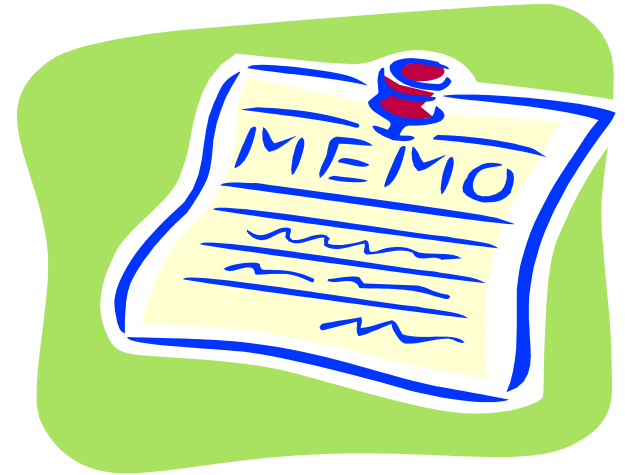
**Self test:**

***Why am I giving this  
feedback?***



# Written Communication

- **Before:** Be prepared
- **During:** Be organized  
Be clear
- **After:** Follow Up

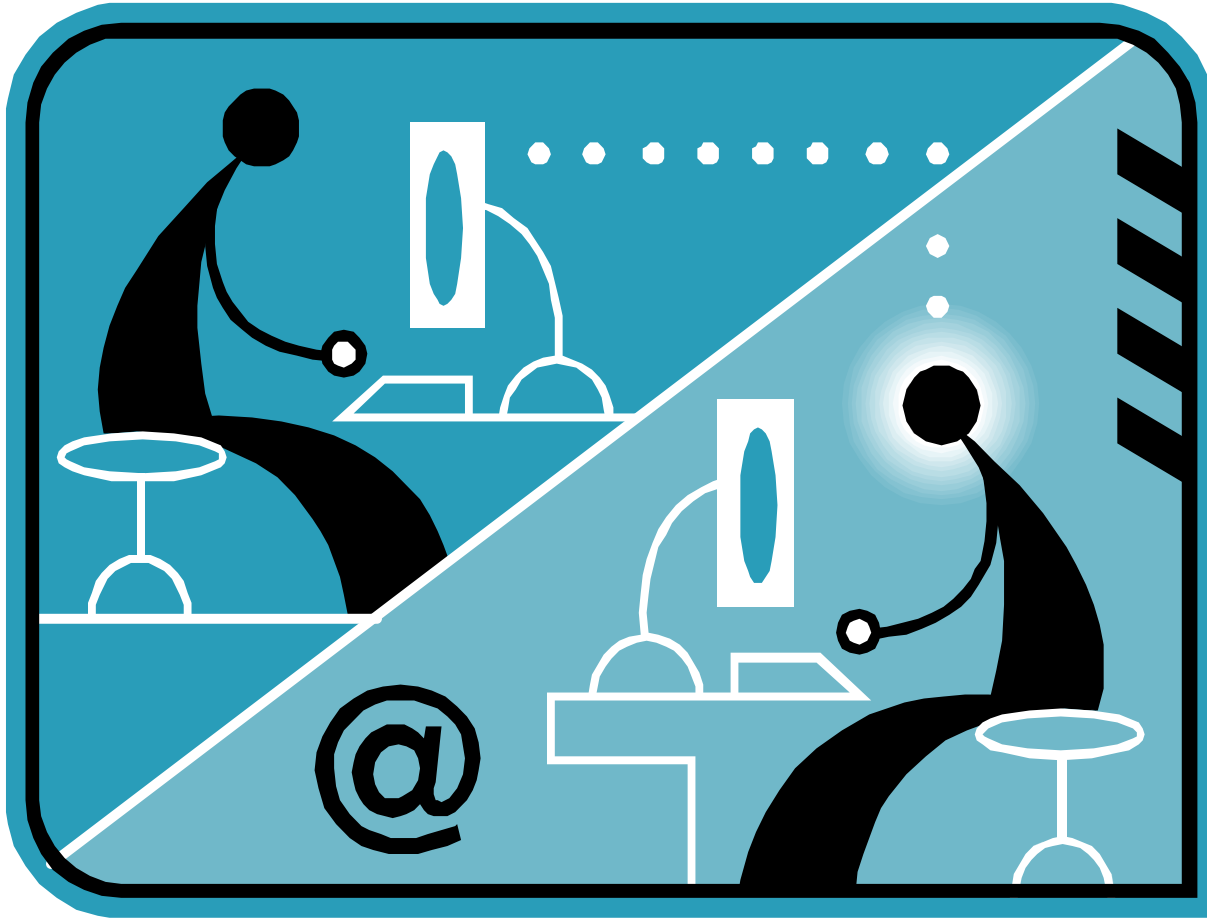


# Writing Your Leadership Credo

- Read the background on page 30
- Write a memo for your staff that describes your supervisory credo
- Collaborate with your partner to review your credo
- Take your credo back to your unit and share it with your staff



# E-mail Do's and Don'ts



# Knowledge Roundup

